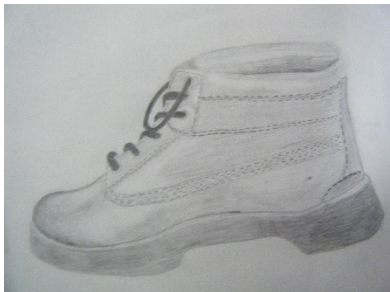


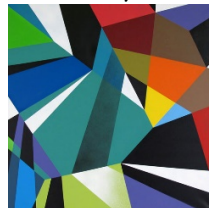
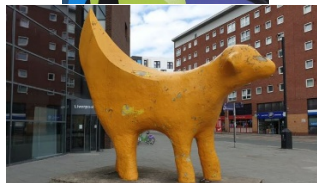



# Art – Y7

## MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 1 SEPT - OCT	Baseline Assessment	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>TOPIC (S)</b>  Colour Creators	Baseline assessment to assess the students' making, ideas, evaluation and knowledge (MIKE skills)  	L.O. Be able to <b>mix</b> a range of <b>secondary colours</b> . Introduction to colour mixing.  	L.O. Be able to mix and use a range of <b>tints, tones and shades</b> .  	L.O. <b>Evaluate and analyse</b> the work of Matt Moore <b>OR</b> Taro Chiezo, whilst comparing their work with your own.   	L.O. <b>Apply key shapes</b> and colours to a piece of artwork. E.g. Shoe design.  
<b>Knowledge &amp; Skills development</b>	<ul style="list-style-type: none"> <li>M: Ability to mix colours, apply paint to shapes</li> <li>M: Ability to apply these colours and shapes</li> <li>I: Creativity to select/mix a range of colours for a particular design</li> <li>I: Creativity to design a pattern made out of basic shapes</li> <li>K: Knowledge of how to mix colours (secondary, tertiary, tints, tones and shades)</li> <li>K: Knowledge of shapes and how to combine them to create a pattern</li> <li>E: Ability to evaluate own/artist's skills – painting and drawing in relation to key shapes</li> <li>M/E: Ability to refine practical skills after evaluation</li> <li>E: Ability to evaluate their own design skills</li> </ul>				
<b>Assessment / Feedback Opportunities</b>	<b>Formative teacher assessment</b>	<b>Self-assessment yellow box.</b>  Formative teacher assessment - verbal	Peer assessment  Formative teacher assessment - verbal	<b>Formative teacher assessment</b>	<b>Teacher summative assessment.</b>
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>Connection to artist, illustrator and graphic designer Matt Moore and his work for Coca-Cola, Ray-Ban etc.</li> <li>Discussion of London Olympics in relation to Matt Moore's Coca Cola design- discussion of advertisements, branding and consumerism</li> <li>Connection and discussion of Taro Chiezo, and his lambanana sculptures in Liverpool.</li> <li>Discussion of fashion design in relation to shoe designs.</li> <li>Linguistic cultural capital- students develop their means of communication and self-presentation by discussing their own artwork and that of others.</li> </ul>				

\*Units to work on a rotation when appropriate due to equipment.

<b>SMSC / Promoting British Values</b> (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> <li>• Listening to others views of artwork</li> <li>• Understanding the work of the American artist Matt Moore or Japanese artists Taro Chiezo and how they have created artwork in an open society.</li> </ul>
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>• Reading Matt Moore/Taro Chiezo biography</li> <li>• Reading colour theory rules</li> <li>• Reading about fashion design, and shoe design in particular.</li> </ul>
<b>Key Vocabulary</b>	Colour Line Shape Pattern Horizontal Vertical Diagonal Parallel Primary Secondary Tertiary Tints Tones Shades Warm Cool Colour scheme Design Draw Drew Paint Painted Colour wheel Mix Ratio Proportion Quantities
<b>Digital Literacy</b>	Extension activity – colour wheel animation using Koma Koma app. Digital art using Kaleido Lens app. Firefly resources
<b>Cross-curricular links</b>	Maths – proportion/quantities/ratio when mixing colours. Shapes/geometry when drawing DT – shoe design English –writing to evaluate and analyse
<b>Careers</b>	Fashion Design. Illustration. Graphic Design. Artist.

\*Units to work on a rotation when appropriate due to equipment.